

Received : June 2020

Accepted: July 2020

Published : July 2020

## Implementing Process Approach to Improve the Ability of Writing Narrative Text of the Balikpapan State Polytechnic Students

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### Abstrak

*Penelitian ini bertujuan untuk mengetahui (1) Bagaimana peningkatan perilaku belajar siswa selama penerapan pendekatan proses untuk menulis teks naratif? (2) Bagaimana peningkatan kemampuan menulis siswa setelah penerapan pendekatan proses untuk menulis teks naratif?. Desain penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK), penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Data penelitian ini diperoleh dengan tes menulis dan observasi pada perilaku menulis siswa dan kinerja peneliti dalam menerapkan pendekatan proses di kelas. Penelitian ini menunjukkan bahwa skor rata-rata menulis siswa meningkat dari 62,81 pada siklus I menjadi 70,63 pada siklus II. Berdasarkan hasil penelitian ini disimpulkan bahwa Pendekatan Proses dalam pengajaran menulis dapat meningkatkan perilaku belajar siswa dan juga meningkatkan kemampuan mereka dalam menulis teks naratif.*

*Kata Kunci: Menulis, Pendekatan Proses, dan Teks Naratif*

### Abstract

The study was aimed to know (1) how is the improvement of students' learning behavior during the implementation of process approach to write narrative text? (2) how is the improvement of the students' writing ability after the implementation of process approach to write narrative text?. Research design used in this study was Classroom Action Research (CAR), this study was conducted in two cycles which consists of planning, implementing, observing and reflecting in every cycle. The data of this study were obtained by writing test and observation on the students' writing behavior and the researcher performance in implementing process approach in the classroom. This study showed that the average score of students' writing score was improved from 62.81 in cycle I to 70.63 in cycle II. Based on the result of this study it is concluded that implementing process approach in teaching writing can improve students' learning behavior and also can improve their ability in writing narrative text.

Keywords : Writing, Process Approach, and Narrative Text

### 1. Introduction

In the field of foreign language teaching in Indonesia, writing is one of the skills that is considered as an important skill that cannot be separated from human life because people frequently have to communicate in writing. We have already considered that writing is not an easy task to do; it is quite difficult to learn to write 'well' in any language, even in our native language.

Brown (2001) states that the ability to write effectively is not innate, but must be learned and practiced. It means that writing is not a matter of talent, but it is the matter of willing to learn some strategies and practice them in order to create a good writing. Chance (2013) argues that learning is a change in behavior due to experience. That is why for being able to write well we need to study and practice to develop this skill.

Numerous authors (Nunan, 1999; Meriwether, 1997; Jordan, 1997) note that there has been a dramatic evolution in the way that writing is being approached in the English Language classroom, with the aim of making writing a more personal and satisfying experience for the learner. This has evolved alongside the development of different approaches to teaching in general, and a greater impetus has been placed on the role of writing in the Language classroom.

Writing, however, remains one of the most difficult areas for the teacher and learner of English. This is evident in the way that it has been neglected or treated poorly in the past. Indeed, many high level English learners cannot write. As Baskoff (1990) in Hendraputri (2016) quoted that many writing weaknesses in advanced learners can be traced back to lack of systematic practice during the earlier stages of learning.

Traditional approaches to the teaching of writing focus on the product: in other words, the production of neat, grammatically correct pieces of writing. According to this approach, the teaching of writing focuses on “one-shot correct writing for the purpose of language practice” and a “one-shot effort by the teacher to evaluate the students’ attempts” (Cheung 1999). In an educational field where product-oriented educational system is used and a product-oriented approach is used in teaching writing some researchers found that most students do not know how to do free writing, and they do not possess the strategies for composing texts independently. Furthermore, most of them do not enjoy writing and lack confidence in writing on their own.

While the process approach to writing, an innovation in a product-oriented culture (Cheung 1999), has been seen as an improvement over the traditional methods of writing instruction in recent years. Nunan (1991) clearly states that the process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect, but that a writer will get closer to the perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Attention is paid first to the content and meaning and then to the form.

Badger and White (2000) said that: writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. Meanwhile

In the process approach, students are taught pre-writing, outlining, drafting, revising, and editing strategies at each stage of the writing process to help them to write freely and arrive at a product of good quality. In Balikpapan State Polytechnic the lecturer applied the product approach in teaching writing. In order to measure the students’ actual ability in writing narrative text, the researcher analyzed ten narrative texts made by the students as the subjects of study. The researcher chose narrative texts for them according to one of the objectives of English language teaching for the first semester students where the students are required to be able to write narrative text.

However, all the texts that the researcher has analyzed scored below the minimum passing grade of 70. Their writing indicated that they had difficulty in organizing and developing ideas, most of the ideas are incomplete, lack focus or details it made their writing had unclear beginning, middle and end. Moreover they also made some incomplete, poorly developed or unclear sentences. Regarding to the explanation above and also based on the researcher own experience when taking writing subject he realizes that a good writing work cannot be done in one sitting, but it needs to go through some process of writing.

Agusta (2015) was given some works on her research about improving students’ ability in writing narrative text using short animated stories, the result showed that it can help the students understand the story better as the video content visual or moving images that can help imagining

the real situation in the story. The students, who just gained 58.8 in the pre-test, were able to increase their score up to 76.1 in the post test. It indicated that they made a considerable improvement in some aspect of writing skills such as content, organization, vocabulary and grammar and mechanics. In this case the researcher was using process approach combined by some animated stories to be given as the brainstorming for some particular topics to gain maximum result of the research.

There is a study conducted by Khoirunnisa (2007) with title “Using Process Oriented to Improve Writing Ability of the 8<sup>th</sup> Grade Students of SMP Negeri I Singosari”. The researcher of this study uses the action research. This study shows that the implementation of process writing approach improves the writing ability of the 8<sup>th</sup> grade students in SMP Negeri I Singosari, where the mean in terms of content improved from 1.91 to 2.37 and in terms of organization improved from 1.86 to 2.23. Both were in the interval score of 1 as the lowest and 4 as the best writing performance.

Another study that related to the researcher’s study was conducted by Westervelt (1998), the title of this study is “Teaching writing Using the Process-Oriented Approach”. The objectives of this study are to examine and describe factors that help to create a positive attitude toward learning; to examine and describe factors that lead to the students’ participation in the process-oriented approach, and to examine and describe perceptions and experience that students had involving the process-oriented approach. Westervelt concluded that the process-oriented approach helps students form a definite image of themselves as writers because this study showed that students were using a variety of genres in their writing, engaging in the process and actively participating in the stages of the process. This study differs in design from the researcher’s study. This study is a qualitative study while the researcher’s study uses action research.

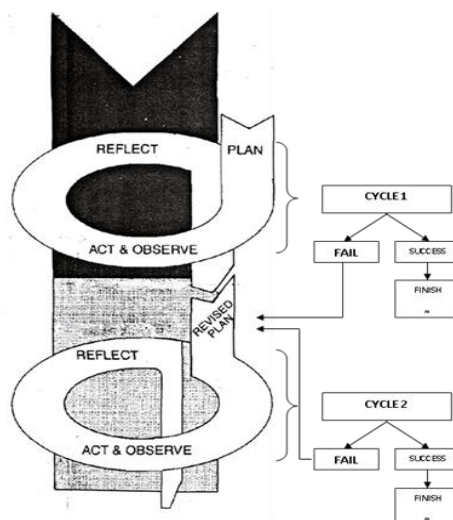
Thus, because of those reasons above the researcher was eager to know whether process approach on writing can improve the ability of the first semester students especially in Food and Beverage study program Balikpapan State Polytechnic in writing narrative text. In the theoretical aspect, the researcher hopes this study will give useful contribution to writing subject as well as hopefully can be used as information to develop better programs to teach writing. On the other hand, in the practical aspect, the researcher believes that this study can be beneficial for the teachers and gives contribution to them, so that they can help the students to create a better writing work through the understanding and practice of process approaches on writing.

## 2. Research Methodology

Stringer (2007) argued that action research is a collaborative approach to *inquiry* or *investigation* that provides people with the means to take systematic *action* to resolve specific problems. This study was also used a collaborative action research where in all the steps of this study, the researcher worked collaboratively with the students and other English lecturer.

This study was conducted through two cycles and each cycle consists of four steps. They are planning, action, observation, and reflection (See Figure 1). Each cycle consists of five meetings. The implementation of process approach was conducted in four meetings and the writing test was conducted in one meeting. Each writing topics were conducted in two meetings. In the first meeting, the students did pre-writing, outlining, and drafting. The second meeting was started by discussing the revising stage and then the students did the editing stage. This activity was repeated on the third and fourth meetings with different topic of writing. By the end of each cycles the approximately on the fifth meeting the writing test was administrated. The first cycle of this study was failed to achieve the criteria of success so this study was continued to the

second cycle to investigate and obtain a positive result to prove the effectiveness of process approach to improve the students' narrative paragraph writing ability.



Source: Kemmis and McTaggart's Concept in Burns (1999)

Figure 1 Action Research Design

In this study, the researcher took 32 students of food and beverage study program who belonged to class 1TB1 and 1TB2. Based on the preliminary study where the researcher analyzed 10 narrative texts made by 10 students of class 1TB1, showed that they have low achievement on narrative text writing. Their writing score was below the minimum passing grade. All of them scored below the minimum passing grade of 70. Based on its research design this study was implemented through four steps which included on some cycles, and each cycle consisted of (1) planning, (2) implementing, (3) observing, and (4) reflecting. The first cycle was conducted on October 2019. In reference to the focus of this study, the instrument of this study consisted of two kinds, they were writing test, and observation form. The writing test was administrated at the end of each cycle. The test was used to measure the students' writing ability after the process approach had given. The score of the test was analyzed to see whether or not the criteria of success had been achieved. The following formula was used to get the score:

$$Final\_Score = \left[ \frac{Total\_Score}{Maximum\_Score} \right] \times 100$$

There were two kinds of data in this research; Qualitative and quantitative. The qualitative data of this study were obtained through the results of observation forms, yet the quantitative data were obtained from the scores of the students' narrative paragraph writings from several time assessments during the research. These data were very important for the researcher to know the result of applying process approach in teaching writing. These data answer the questions that underlie this study. The result was used to describe the application of process approach in teaching and learning writing. The scores of students' writing were presented in the numeral form, in order to know the students improvement while applying process approach in their writing activities. The data analysis used in this study was the data analysis procedure developed by Miles and Huberman (1994). This procedure consists of three steps; they are data reduction, data display and conclusion drawing.

### **3. Research Finding and Discussion**

The researcher used class action research in this study, which is consist of two sub-sections cycle I and cycle II and each section is elaborate into four steps (planning, implementing, observing and reflecting). Every cycle in this study consists of five meetings.

#### **3.1. Research Findings in Preliminary Study**

The preliminary study was conducted by analyzing 10 narrative texts made by 10 students of class 1TB1, the result showed that they have low achievement on narrative text writing all of the ten texts scored below the minimum passing grade of 70 and the result indicated that they had difficulty organizing their writing because their writing contained unclear beginning, middle and end and also not all ideas were connected logically.

##### **3.1.1 Research Findings in Cycle I**

The first cycle consisted of five meetings that were conducted on Monday (October 7<sup>th</sup>, 2019), Wednesday (October 9<sup>th</sup>, 2019), Friday (October 11<sup>th</sup>, 2019), Monday (October 14<sup>th</sup>, 2019), and Wednesday (October 16<sup>th</sup>, 2019) with the time allotment of 2×45 minutes per meeting. In this cycle the researcher used two lesson plans, each lesson plan was implemented in two meetings.

The writing test was the instrument to record students' score of writing narrative. Meanwhile, to record students' learning behavior and researcher's performance in implementing the technique the researcher used observation form. The text title as follow, first was a text about researcher's unforgettable experience which the title was "Lost in Bandung", second was a text taken from the students' hand book which title was "I didn't mean to hurt you". The first meeting was attended by 32 students.

At the beginning of the class the researcher told the students the objective and topic of the lesson of that day. The researcher told the students that they were going to write a narrative text about "The Unforgettable Experience", and then he asked the students some questions related to the topic, such as "Do you have an unforgettable experience? What is it?" He gave an example of a list of an unforgettable experience and guided the students to make their own list. By the time the students finished their list, the researcher gave an example of outline, and he also explained how to make an outline based on the list that already made.

Then, he asked the students to make an outline based on their list. After that he gave an example of a draft which was made based on the outline, next he guided the students to make a draft. Most of the students were confused to do these activities since it was their first experience to write an English text with a certain steps to go through. After that, the researcher handed over a revising sheet to the students, he explained how to use it and asked them to reread their draft and revise it at home by using the revising sheet.

Last, the researcher ended the lesson and ordered all students to bring dictionary in the next meeting. There were 32 students in this meeting. At the beginning of the lesson, the researcher reviewed the previous activities and also discussed the revising stage that students have done as homework. He asked about whether or not the students had difficulties of using revising guideline to revise their draft.

After the students finished the editing they rewrite their draft in order to produce a final writing. By the end of the lesson all of the students submitted their work. The researcher started the meeting by checking the attendance list and there were 32 students at the third meeting and then he told the students the objective of the lesson of that day. The learning situation of that day was not to conducive since some students keep bothering their friends because of their love story. By the time all of the students finished their list the researcher asked them to make an outline, next they make a draft based on their outline. At the end of the meeting the researcher

gave the revising sheet and asked the students to revise their draft at home the researcher also reminded them that in revising their draft they should not try to correct the grammar, sentence structure, spelling or punctuation but they should mainly concerns with the content and organization of their draft. On the fourth meeting there were 32 students and in this meeting they continued their writing activity to the editing stage, in this stage they read and evaluated their friend's work in order to find any problems or errors in the writing that the writer did not catch. The researcher reminded the students that the main focus of this stage is to check possible errors in grammar, sentence structure, mechanic, and also check for incorrectly or repeated words.

After that each student rewrote and edited their story based on the result of peer-editing, and then the researcher ended the lesson as all students have finished their writing. Second was the observation on the students' behavior during the implementation of the process approach. The problems were related to the way lecturer explained the material and also has something to do with the students' behavior in following the lesson in each meeting. Most of students confused in following each stage of process approach, they had made an outline for each topic but they still had difficulties in developing the outline into a good and interesting narrative text.

Although the students showed improvement in their writing the process approach in cycle I had not met the criteria of success yet, since there were only 12 students or 38% of students who scored greater than or equal to 70 for writing test, furthermore the average score of the writing test of this cycle was 62.81. More detail of the students' achievement shown in the table 1 the range of score from writing narrative topic below:

Table 1 Range of Score of Narrative Writing in Cycle I

Topic	Range of Score (x)	Number of Students	Percentage (%)	Criteria
1	≤ 50	19	59%	Very Poor
	51-60	5	16%	Poor
	61-75	8	25%	Enough
	76-90	0	0%	Good
	91-100	0	0%	Very Good
2	≤ 50	2	6%	Very Poor
	51-60	12	38%	Poor
	61-75	17	53%	Enough
	76-90	1	3%	Good
	91-100	0	0%	Very Good
Writing Test	≤ 50	7	22%	Very Poor

From the table 2 above it can be shown that the reason of their lack of vocabulary also made them difficult to construct good sentences and it is because most of them always forget to bring a dictionary, it made learning situation became not conducive since they need to borrow each other a dictionary, besides during the implementation of the research the learning situation of that campus was not maximal since most of students and lecturer were preparing for the graduation party of the third grade students. The moving class program also contributed an obstacle for the researcher, because sometimes the students confused to find their classroom and it took several minutes until they found the right classroom which made they lost several minutes of the lesson.

### **3.1.2 Research Findings in Cycle II**

As well as the first cycle the second cycle also consisted of five meetings that were conducted on Monday (November 11<sup>th</sup>, 2019), Wednesday (November 13<sup>th</sup>, 2019), Monday (November 18<sup>th</sup>, 2019), Wednesday (November 20<sup>th</sup>, 2019), and Friday (November 22<sup>nd</sup>, 2019) with the time allotment of 2×55 minutes per meeting. The implementation was conducted in four meetings and the writing test was conducted in one meetings.

The writing test topic of this cycle was “An embarrassing experience” in which they students were asked to narrate an embarrassing experience of theirs that they will not forget. In this cycle the students could follow the instructions better than the previous cycle since they were already familiar with the each stage of process approach. Next, the researcher told the students objectives and topic of the lesson on that day, he informed the students that they are going to write about their graduation day. After made a list and then made an outline, the students start to make a draft.

In this meeting the researcher had to try harder to motivate the students to write, since most of students were complaining of being bored in doing the writing activities. By the time the students finished their draft the researcher distributed the revising sheet and reminded them to reread and revise their writing at home. When ended the lesson the researcher motivate the students by explaining how important to have a good ability of writing and the benefit that they can get, this was an effort to rebuilt their passion in following this lesson. In this meeting the students continued to the next steps of process approach, it was editing.

Before starting the lesson the researcher review their writing activities in the day before and also checked whether or not all students had reread and revised their writing. Next, the researcher handed over an editing sheet to each student, and ordered them to exchange their draft and do the peer-editing, during the editing stage all of the students were allowed to ask the researcher if they found something difficult. The researcher ended the lesson by motivating the students by giving compliment to their efforts in producing a good writing and also for any improvement they made. After made the list, then the students created an outline.

Next, the students began to write a draft based on their outline. As the students finished their draft the researcher gave them the revising sheet and review the way to revise their writing in order to remind them the right way to use it and finally he ended the lesson and again he motivated the students to keep producing a good writing for their own benefit. In this meeting the student did editing, they did peer-editing in which the students will share their writing with their classmate, this person will be the editor. Finally, the researcher ended the lesson, and reminded the students that they were going to have a writing test on the next meeting.

The observer observed the researcher’s behavior and activities during implementation of the lesson plan, to find out whether or not it was implemented well as its procedures and also observed the students’ behavior during the implementation of the process approach, the observation was about the relevant students’ activities such as focus on the learning activity, show good interaction, show good motivation and passion in following learning activity. The researcher’s performance in implementing the process approach in was better than on the previous cycle and so was the students’ behavior. Most of the students could follow the teaching and learning activities well. The problem occurred at the beginning of cycle II when some students were complaining of being bored of writing but when the researcher explain the material slower and more understandable and also the researcher provided some questions that

could help them to gather ideas for their writing, they began to showed more passion and interest in writing that keep increased until the end of this cycle.

As the previous cycle, in the reflecting stage on this cycle all the data from the students' tests and observation were analyzed also. The students' test analyzed by using scoring guide for narrative writing to find out whether the students had improve their writing skill or not, and whether they had met the criteria of success or not. Furthermore, the researcher also analyzed and synthesized the observation form to know whether the students had improved their learning behavior by process approach. The revision on the lesson plan in term of giving some short questions to the students in order to help them gather more ideas was successfully help the students.

Moreover, the result of the writing test on the cycle II showed that there were 23 students or 72% of students who scored greater than or equal to 70, it means that the second criterion in which the score of writing test of 70% of the subjects is greater than or equal to 70 for narrative text writing was successfully achieved on cycle II. In addition, the average score of the students in writing test on cycle II was 70.63 so the third criterion in which the average score of writing is greater than or equal to 70 for narrative text writing was also successfully achieved. More detail of the students' achievement is presented in the table 2 of the scoring range from the students' writing of narrative text below:

**Table 2 Range of Score of Narrative Writing in Cycle II**

Topic	Range of Score (x)	Number of Students	Percentage (%)	Criteria
1	≤ 50	2	6%	Very Poor
	51-60	12	38%	Poor
	61-75	18	56%	Enough
	76-90	0	0%	Good
	91-100	0	0%	Very Good
2	≤ 50	4	13%	Very Poor
	51-60	7	22%	Poor
	61-75	18	56%	Enough
	76-90	3	9%	Good
	91-100	0	0%	Very Good
Writing Test	≤ 50	2	6%	Very Poor
	51-60	4	13%	Poor
	61-75	19	59%	Enough
	76-90	7	22%	Good
	91-100	0	0%	Very Good

Based on explanation from the table 3 above, all criterias of success in this study were successfully reached in the cycle II, for this reason it was not necessary for the researcher to continue this study to the next cycle. In this cycle the researcher also provided more help, guidance and encouragement, the researcher always motivated the students to write well for their own benefit, and gave them overview of the importance of having a good writing ability. The students' behavior increased significantly on this cycle, so that they can also produce a better writing than on the previous stage.



### **3.2 Discussion**

According to Ghaith (2001) in this approach, students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to tray ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. It is reflected since from the cycle I, but none of the criteria of success can be reached by the students, so that this study needs to be continued to cycle II.

This failure was caused by instructional problem such us unclear explanation of the material by the researcher, therefore most of students confused in following each stage of process approach, their lack of vocabulary also made them difficult to construct good sentences and most of them always forget to bring a dictionary, it made learning situation became not conducive since they need to borrow each other a dictionary. The moving class program also contributed an obstacle for the researcher, because sometimes the students confused to find their classroom and it took several minutes until they found the right classroom which made they lost several minutes of the lesson. The researcher also gave less guidance, help and encouragement to the students, as the result many students found that writing using process approach is hard to do, it decrease their passion and interest in producing the writing, thus it made most of them could not achieve the target.

From the problem occurring in the implementing of process approach in cycle I, the researcher made some revision on the lesson plan and also in his way to explain each stage of process approach to overcome those problems. By the end of cycle I only 46.87 % of students who showed relevant activities in following the teaching and learning activities, but by the end of the implementation of process approach in writing, approximately on the fourth meeting in cycle II 77.08% of students showed relevant activities in following the lesson. Therefore, it can be concluded that implementing process approach in writing narrative can improve the students' learning behavior.

According to Robinson (2006) Process writing focused on how a piece of writing evolves and how practicing writers shape and develop their ideas into forms. Process approach in writing is appropriate to improve students' writing ability through some stages. It can be seen from the result of this study in cycle I and cycle II. In cycle I on the first topic there were 3 students or 9% of the students who scored greater than or equal to 70. On the second topic there were 10 students or 31% of the students who scored greater than or equal to 70. Thus the criterion of success where the score of the writing test of 70 % of the students is greater than or equal to 70 for narrative text writing was successfully achieved on cycle II.

The process approach in writing also can improve the average score of writing in the class 1TB2 as the subject of the study. In cycle I the average score of the first topic was 49.69 and it increased to 62.97 on the second topic and decreased to 62.81 on the writing test in cycle I. The decrease of the score was due to the unpreparedness of the students in facing the writing test and also the writing topic for the test that considered not too interesting for the students to overcome.

### **4. Conclusion**

It can be concluded that process approach in writing improves the students' learning behavior and their writing ability. It can be seen from the criteria of success defined in this study that had been achieved. The result of writing test of this study in cycle I showed that there were

only 12 students or 38% of students who scored greater than or equal to 70, further on the writing test in cycle II there were 23 students or 72% of students who scored greater than or equal to 70.

First, it is time consuming since we need to go through several steps to create a good final writing or composition. Second, it cannot be implemented continuously in a big classroom because students are various in interests for it can make students get bored.

## 5. Suggestion

For the development of research in the field of writing, it is suggested for the next researcher who will find similar problem to conduct the similar study in different level of students and different learning situation with different types of writing genre to see whether process approach is also applicable and effective to improve students' writing ability. Since this approach needs to be implemented through several steps, it is recommended to those who want to implement this approach to make a well preparation, especially regarding the lesson plan. Finally, it is also suggested to English lecturer to implement this strategy as an alternative that can be used in teaching writing.

## 6. Acknowledgement

This research was funded by independent funds. Thank you for your support to the academic government of Balikpapan State Polytechnic for its supports so that this research can be done very well.

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